

**AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING
READING COMPREHENSION OF FIRST GRADE STUDENTS AT SMK
SWASTA TUNAS KARYA BATANG KUIS**

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ABSTRACT

The objectives of this study were to investigate the strategies used by the English teacher for teaching reading comprehension and to find out the reasons why teacher used those strategies in teaching reading comprehension of first grade students at SMK Swasta Tunas Karya Batang Kuis. This research used descriptive qualitative method. The subjects of this study were two English teachers who teach at SMK Swasta Tunas Karya Batang Kuis, Deli Serdang especially at first grade students. The instruments of this study were recording, interview and documentation. The findings found that, the first teacher used two strategies, Scaffolding and QARs (Question Answer Relationship). Scaffolding strategy student can develop about idea which readable by the student. QARs (Question Answer Relationship), the teacher able to know how far their students understand what the teacher has given to them. The second teacher used conventional strategy. This strategy should be selected based on its appropriateness and effectiveness to the learning process so that its use will enable the teacher to explore the students' ideas and to help them read in a better way. Based on the analysis interview, the reason why teachers used those types of strategies on students' reading comprehension were because to make the student understand the reading text and the students guided to more focus on the text. To help their students overcome difficulties in comprehending the texts, especially the various aspects of reading such as the main idea, detailed information, making inferences and noting references and also teacher could help students in developing the meaning contained in the text reading so that students more easily understand the contents of reading.

Keywords: *Teachers' Strategies, Reading Comprehension.*

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I. INTRODUCTION

A. The Background of the Study

In learning English, there are four skills that should be mastered by the students. They were speaking, writing, reading, and listening. It is better for English learners to master in all those skills, but the fact is different. Many English learners are not master in all of those skills, for example, some English learner are good in writing skill, but are not for reading skill. The other example, some English learners are good in speaking, but are not well in listening. It means that those English learners have different abilities in acquiring language.

According to Dean (2013), reading is more than seeing words clearly, more than pronouncing printed words correctly and more than recognizing the meaning of isolated words. Reading requires you think and feel. Reading is not just looking and pronouncing words in the text but comprehending all the components of a text. During reading the reader processes the text with regard to the purpose. To be a good reader, learner must learn how to comprehend and understand the passage. So, she or he can achieve the purpose of reading text.

Reading English is an important skill that students need to learn. When reading a text the goal is to understand its content. Students reading a text at school often have difficulties to understand and comprehend its meaning. So, teachers of reading must have good techniques to teach reading to students to help them get good results.

Reading comprehension is a process of reading and comprehending a text. Specifically, in reading process, the readers must comprehend the text. If the readers read the text and comprehend the message and the meaning of the text, they comprehend a text.

According to Aswan et al. (2010) teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which have be plan. In other word, teaching strategies are approaches to teaching students. The teacher have to applied the strategy to balance between the method which the teacher's used and the way of the teacher's used to applied the material.

In effective teaching reading comprehension, teachers lead students in the classroom to become proficient and successful readers. Creative teachers do not use only one specific method and technique, but implement many strategies and skills to accommodate the needs and learning styles of each student in the classroom. Teacher must use various strategies in teaching reading to improve the students' reading comprehension. The English teacher must have the best strategy for their students to make a reading process in the classroom more effective by using suitable strategy. Sometimes the teacher becomes a friend to discuss the problems in the classroom, so the students enjoy the class. In other

times, the teacher becomes their parents who lead them in teaching and learning activity. The teacher has to have a strategy to make the students ready to read. By applying the correct strategies in teaching and learning process, the teacher are able to evoke the student's confident to read correctly.

II. REVIEW OF LITERATURE

A. Theoretical of framework

This chapter provides some important terms used in this research. These terms should be elaborated and clarified in details for the readers so that both readers and writes have the same perception.

1. Skill

a. Reading

Reading is a crucial skill for students of English whether it is a second language or a foreign language. Reading still plays great role and it is essential as a tool to convey meaning and information through the text. Reading for foreign language learners is not easy task because reading in English is complicated and it is hard to get the meaning from the text. It needs comprehension to get meaning or to get information conveyed by the writer. It can be caused by the language system of English is different from the students' own language.

Harmer explained that; "Reading is an exercise dominated by the eyes and the brain. The eye receives message and the brain that has to work out the significant of these meanings". It can be said reading is activity which is done by reader through the eyes, the eyes looking at printed words, then the brain working out to find the meaning.

b. Types of Reading

Reading activities can be done at school, at home and at work or wherever the readers want. In order to acquire reading skills the students should read different kinds of reading text such as intensive reading, extensive reading, reading aloud, and silent reading.

1) Intensive Reading

Intensive reading occurs when the learner is focused on the language rather than the text. It involves learning new vocabulary, studying the grammar and expression in the text, translating the passage or other tasks that involve the students in looking intensively (inside) the text. In other words, students need to read carefully to understand the meaning of the text accurately.

2) Extensive Reading

According to Mikulecky (2008:3) extensive reading is a highly individualized approach to reading improvement. Students select their own books and read at their own pace. The teacher should guide students to select books at a level of comprehension that allows for comprehensible input. The emphasis is on the quantity of books read and the students' enjoyment of their books. Students are never tested formally on their extensive reading.

3) Reading Aloud

Wilson (2006:6) states that reading aloud has a remarkable effect on children. It enhances children's skills, interests and development in many ways that reach far beyond just improving their own reading interests and abilities. One of the main intentions of reading aloud is to recognize the sounds of words; however, teachers may also vary their activities to develop their students' reading comprehension. The teachers may ask some questions after the students have read the text. When one student read aloud, the teacher asks the other students to pay attention to the text rather than just listen to how their friend reads. This will assist the students in finding the meaning of the text.

4) Silent Reading




This type is done by student in the class, they are supposed to read the passage silently the main purpose of this reading is how the students can obtain the information from the printed page efficiently, rapidly and fully understand.

According to J. Charles Alderson "Silent reading should be encouraged to develop automaticity, confidence and enjoyment". To check whether the learners understand what they have read, the teacher can test them by giving question based on the text. Writer assumed that the silent reading is the method which reading process are held silently by the reader.

c. Reading Comprehension

Reading comprehension is the ability to read text, process it, and understanding its meaning. Reading comprehension is defined as the level of understanding of a text or meaning. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text or message. Westwood (2008:31) reveal that reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.

The researcher assumed that reading comprehension is important to be mastered for each of students, because it will improve their other English skill, such as speaking and writing, this is useful for them, due to make them easy to making communication in English either in oral written.

	 What's in the text ?	 What's in your head ?	 What's in your heart ?
example questions	<ul style="list-style-type: none"> *What's it about? *Who's telling the story? *What does the author want you to know? 	<ul style="list-style-type: none"> *What surprised you? *What does the author think you already know? *What changed or confirmed your thinking? 	<ul style="list-style-type: none"> *What did you learn about yourself? *How will this change your thoughts or actions?
strategies that support this category	<ul style="list-style-type: none"> *Reread for clarity *Visualize *Use text features *Adjust pace 	<ul style="list-style-type: none"> *Activate prior knowledge *Make connections to self, text, world, media *Use context clues for new vocab 	<ul style="list-style-type: none"> *Make connections to self, text, world, media *Ask questions
skills that support this category	<ul style="list-style-type: none"> *Find the main idea *Find author's purpose *Identify point of view *Retell or summarize *Identify character traits *Identify theme *Find text structure *Find plot elements 	<ul style="list-style-type: none"> *Make inferences *Distinguish fact from opinion 	<ul style="list-style-type: none"> *Draw conclusions *Evaluate *Identify theme

d. Reading Comprehension Process

1) Bottom-up Process

In bottom-up process, readers must first recognize a multiplicity of linguistic signals such as letters, morphemes, syllables, words, phrases, and use their linguistic data processing mechanism to impose some order on these signals. These data driven operation obviously require a sophisticated knowledge of the language itself. From among all the perceived data, the reader selects the signals that make some sense, that cohere, that mean.

2) Top-down Process

In top-down process, the readers draw their own intelligence and experience to understand a text by using their background knowledge, making prediction, and searching in the text to confirm or reject the prediction that is made. The background knowledge relates to all of students' experience from many sources or information that they saw, listened, wrote, and also spoke. With this ability, the students are expected to able to make prediction about what will be happened in the text.

3) Interactive Process

Interactive process is a combination of bottom-up and top-bottom process where there is an interaction between information obtained by means of bottom-up decoding and information provided by means of top-bottom analysis, both of which depend on certain kind of information processing skills. Interactive process relates to how the reader use language skill in bottom-up and top-bottom process in interacting or communicating with each other.

e. The Purpose of Reading Comprehension

1) Reading to search for simple information and reading to skim

Reading to search for simple information is common reading ability though some researchers see it as a relatively independent cognitive process. In reading to search, we typically scan the text for a specific piece of information or specific word similarly.

2) Reading to learn from texts

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text.

3) Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of rhetorical frame to accommodate information from multiple sources. These skill inevitably require critical evaluation of the information to integrate it for the readers' goal. In this respect, both reading to write and reading to require abilities to compose, select, and critique information from a text.

4) Reading to general comprehension

Reading for general comprehension when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

f. Teaching Reading Activities

1) Pre- reading activity

In this activity the students do not come into the reading activity yet, the teacher tries to activate students' knowledge about the topic being discussed. The students are lead to recognize the topic and some stated

information through skimming and scanning activities. The students are also guided to be familiar with some vocabularies included in the reading text. This activity is done only to attract students' interest, motivation and enthusiasm till the end of reading activity.

2) Whilst-reading activity

This activity is usually assumed as the core of reading process. The students start to read the text and comprehend all information in the text. The students are also guided to identify main ideas on each paragraph, grasp all information comprehensively and try to make some clues of the vocabularies. In this activity the teacher encourages the students to focus on reading, so that the students will be easy to understand and know what they have read so far.

3) Post-reading activity

It is the end of reading section. In this activity the teacher tries to evaluate students' comprehension of the reading text. The evaluation includes vocabulary, grammatical, meaning and summarizing of the author's purpose. In addition, to know these items, the teacher gives an exercise toward the students.

2. Teaching Reading Comprehension Strategies

In teaching reading comprehension, the teacher should have a good strategy. There are some strategies in teaching reading comprehension according to Vacca & Vacca (1999:53) :

a. Scaffolding

Gasong, 2007 stated that scaffolding is a lesson in which students are given some assistance during the early stages of learning and then reducing the aid and providing opportunities for students. Scaffolding allows teachers help diverse learner negotiate meaning and overcome difficulties in text-related learning situation. Scaffolding is as a process whereby a student is helped to solve a particular problem beyond its developmental capacity through the help of a teacher or other person with more ability.

b. Think-aloud

Think alouds is a strategy that helps students on learning activities, aims to recall more significant information from the texts given by the teacher. The ability of teachers to transfer creativity Them and control the students in completing each

step of the way think alouds strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally.

c. Reciprocal Teaching

Reciprocal teaching is a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading. Reciprocal Teaching involves four strategies that guide the discussion: predicting, generating question, summarizing and clarifying. Reciprocal Teaching is a great way to teach students how to determine important ideas from a reading while discussing vocabulary, developing ideas and questions, and summarizing information. It can be used across several content areas; it works particularly well with textbooks and non-fiction text.

d. SQ3R (Surveying, Questioning, Reading, Reciting, Reviewing)

SQ3R is a systematic reading strategy to help you organize the reading process into manageable units. It is only one of many similar strategies that you can use to improve comprehension. It consist five steps, they are: Surveying, questioning, reading, reciting, and reviewing. The SQ3R strategy involves (1) reading the headings in the chapter quickly to get its important part, (2) turning the heading in to question, (3) reading to find the answer to the question, (4) recall the important point (the answer to the question) by retelling them or writing them in one's memory at the important point.

e. Question-Answer Relationship (QARs)

QARS is a reading strategy through understanding and analysis of questions. In other words this strategy guides students to understand the questions in order to get an information in a reading itself. So that in practice in the classroom students only glance read the reading and to understand further the focus of students is the questions given by the teacher about the text reading.

III. RESEARCH METHODOLOGY

This study conducted by using descriptive qualitative research. Ary (2004:24) stated that qualitative research is the understanding social phenomenon from perspective of human participants. It means that data of the study would analyzed by describing, identifying and analyzing phenomenon. Descriptive research means that the data of this study would describe or explain. Through this design, it described teachers' strategies in teaching reading comprehension and explained the reasons why the teachers teach used those strategies at SMK Swasta Tunas Karya Batang Kuis.

The data of this study were the transcripts of the video recording of the teachers and the students during the classroom teaching process, and the

transcripts of teachers' interview. The sources of data were two English teachers who teach at SMK Swasta Tunas Karya Batang Kuis, Deli Serdang especially of first grade students.

The instruments of collecting data were camera recorder, voice recorder, interview sheets and documentation. The camera recorder was used to record the teaching reading comprehension process. The voice recorder was used to record the interview with the teacher. The interview sheet was used to know the reasons of why the teacher teach used the strategies in teaching reading comprehension to the students. Documentation was used to obtain the information. Documentation can be written or picture by someone.

The techniques of collecting data were recording, interview and documentation. Recording was done during an interview and during teaching learning process in the classroom. Recording can be handwritten notes, audio or video recording. The recording do to know how the teacher's strategies in teaching reading comprehension toward the students. The researcher record all the teaching reading comprehension process then made it into transcripts. Interview was done to collect the data of the reason why the teachers used strategies in teaching reading comprehension to the students. The researcher prepared some questions for the interview, in order to get the information related research problem. The researcher prepared the concept of questions that asked the subject and the researcher will made it into transcripts as the result of interview. The documentation of this research includes; lesson plan, teaching material are useful to describe the teachers' behaviour in the teaching process of reading comprehension.

After collecting all the data, the data was analyzed by using descriptive qualitative research. The result of interviews was analyzed by using analytical method proposed by Miles and Huberman (1994). He stated that there are four steps in analytical method; data collection, data reduction, data display, and conclusion or verification.

IV. RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

1) The First Teacher

Her name is Mrs. ES. The researcher found that there were two strategies that the teacher used "scaffolding, and QARs (Question Answer Relationship)".

The first strategies that the teacher used scaffolding. Scaffolding strategy is a teaching starategy which can encourage both teacher's and students' creativity in teaching learning process. By implementing this strategy, teacher will be more creative in improving the teaching technique

since the appearance of student's learning problem in the different situation may need different treatment in solving it. The teacher using scaffolding strategy because scaffolding strategy help the students to become ^{more} independent learners during reading comprehension lesson and teacher used this strategies because when the researcher observed in the classroom, the researcher have analysis that the way teacher asked first to all the students which words that they did not know in the text. So first, the students mark some words that has not known before, after that the student asked to the teacher that words have not known.

The second strategy was question answer relationship. According to the teacher, this strategy used to give material to the student in order the students was easy to accept material that given by teacher. This strategy was used by the teacher to see if students really understand it with text they read. If the student could answer the questions, it means they have understood of the text, and if they could not answer the question then the students not understand with those text. This strategy could help students if students really answer that question with their own words or with the answer from the text. And this strategy could not help students if the students answer the teacher's question got from their friends or not using his or her own words. The teacher using this strategy to could help students in developing the meaning contained in the text reading so that students more easily understand the contents of reading. The teacher make their thinking explicit by verbalizing their thoughts while reading orally. And also the teacher want the students could know the meaning of the text and can understand of the text.

2) **The Second Teacher**

Her name is Miss AA. The researcher found that the teacher's strategy in teaching reading comprehension was commonly not varied. The teacher tend to use conventional strategy, i.e. using modules during the learning process without considering any additional materials from other sources. Conventional teaching strategy make students uninterested in class, discouraged, bored, stop trying in accomplishing tasks given, and do poorly in tests (Felder & Silverman, 1988).

The teacher used this strategy because conventional strategy is more effective for students having low intelligence, because in this strategy the teacher always help the students to understand the text. The teacher usually translates word by word, sentence by sentence to help the students understand the text. The teacher gives the explanation in the straight forward way and gives feedback and direct correction for the students' mistake.

B. Discussion

Vacca & Vacca (1999:53) states that strategies in teaching reading comprehension are Scaffolding, Think Aloud, Reciprocal Teaching, SQ3R and QARs. Based on the data above, researcher found the first teacher, Mrs. ES used two strategies that were scaffolding and QARs. The second teacher, Miss AA used conventional strategy.

The first strategy was scaffolding. Scaffolding is as a process whereby a student is helped to solve a particular problem beyond its developmental capacity through the help of a teacher or other person with more ability. Mrs. ES asked using scaffolding strategy because scaffolding strategy help the students to become more independent learners during reading comprehension lesson, i.e. perform the reading comprehension tasks independently. The teacher using scaffolding strategy because the teacher helped the students how to read properly.

The second strategy was QARs. Mrs. ES asked this strategy was aimed improve students' reading comprehension. It teaches students how to ask questions about their reading and where to find the answers to them. It helps students to think about the text they are reading and beyond it, too. It inspires them to think creatively and work cooperatively while challenging them to use higher-level thinking skills. The strategy was efficient to improve both the students' reading comprehension skills and active participation in the teaching learning process of reading. The specific strengths of QARs strategy were helping the students to identify different levels of questions and the relationship between questions and answers that made the students able to determine the sources of information to answer the questions and activating the students to participate in the teaching learning process of reading.

The last strategy was conventional strategy. Conventional teaching strategy make students uninterested in class, discouraged, bored, stop trying in accomplishing tasks given, and do poorly in tests (Felder & Silverman, 1988). Miss AA asked why she was still used this strategy because in her class most of students did not understand English. She must explain the material slowly so that the students understand the material presented.

C. CONCLUSIONS AND SUGGESTIONS

A. The conclusions

Based on the findings and discussion in the previous chapter, the following conclusions are drawn:

1. There were two teachers as the data. The first teacher used two strategies, they were scaffolding and QARs. Scaffolding is a process in which teachers model or demonstrate how to solve a problem and then step back, offering support as needed. QARs is a strategy to be used after students have read. QARs teaches students how to decipher what types of questions they were being asked and where to find the answers to them. The second teacher used conventional strategy. Conventional strategy is textbook centered, teacher dominant, exam-oriented. The emphasis here is mainly in remembering and reproducing facts, principles and theories of learning.
2. From the teacher's interview, it can be found that the reasons why the teacher of SMK Swasta Tunas Karya Batang Kuis using those strategies to make the student understand the reading text and the students guided to more focus on the text. To help their students overcome difficulties in comprehending the texts, especially the various aspects of reading such as the main idea, detailed information, making inferences and noting references and also teacher could help students in developing the meaning contained in the text reading so that students more easily understand the contents of reading. Without using appropriate strategies, the purpose of learning reading comprehension cannot be easily reached.

B. Suggestions

Based on the findings of this research, the researcher presented some suggestions they were for the teacher, for the students, and for other researchers.

1. For the Teachers
 - a. This research can improve the quality of the English teacher in teaching English. Teacher's strategies must be applied because this is the teacher's way to determine learning goals during teaching learning process.
 - b. The teacher must give more activity in reading text and give learning motivation.
 - c. The teacher should be able to make students learn actively, especially in practicing reading comprehension.
2. For the Students
 - a. Students should have self confidence when they speak English without worrying their mistake.
 - b. Students should be more active in teaching learning process.
 - c. The students should study hard and explore their capable to enrich their vocabulary and increase their knowledge by reading English books so they can practice in their daily.

3. For other Researchers
 - a. The next researcher can conduct the research about the teacher strategies that used by English teacher which important in teaching and learning process. Therefore, that result will give more advantage and easily applied in a larger area.
 - b. The researcher expects that there will be other researchers who investigate other aspects relating to teachers' strategies, and hopefully this research will be useful as a reference to their research. Besides, it can also be used by them who carry out and develop similar study.

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